

LEARNING TECHNOLOGIES LESSON PLAN

TITLE

Listening Comprehension Test: “I wanna talk about horror films”

TOPIC

The topic of my lesson is a listening activity based on a podcast. The students listen to this file dealing with horror films and take an online test prepared by the teacher.

TYPE OF SCHOOL AND STUDENTS' AGE

- Type of school: Liceo linguistico (classe seconda)
- Students' age: 15 – 16 years

LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

Language lab: the students listen to an audio file and take an online test on the computers of the language lab or on their tablets

LEARNING AIMS

- Developing the students' listening skills, by teaching them some strategies that can be used during a listening activity
- Giving them the opportunity to take an online test in which they can have an immediate feedback and think over their mistakes
- Revising the functions and expressions that can be used to express one's likes and dislikes

TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

- A web 2.0 tool: a podcast which can be downloaded from the website of the British Council (<http://learnenglish.britishcouncil.org/en/i-wanna-talk-about/horror-films>). A transcript of this podcast is also available (http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-wanna-talk-about-horror-films-support-pack_0.pdf)
- A web 2.0 tool: an online test that the teacher has created thanks to ProProfs (<http://www.proprofs.com/quiz-school/story.php?title=listening-comprehension-test>)

METHODOLOGY AND TEACHING PROCEDURES

This activity can be done in one hour's lesson. It is based on the listening of a podcast in which a girl talks about horror films and her reasons for loving them. I have chosen this podcast because it deals with a theme that can be appealing to the students. This podcast can be downloaded by the teacher and played in the multimedia lab. Before listening to this audio file, the teacher presents some pre-listening activities which allow the students to focus on the vocabulary that they are going to listen, and to learn some new words. The teacher also shows some strategies that can be useful for developing the students' listening skills: for example the students have to focus on content words, trying to grasp the general meaning during the first listening, and understanding the details during the second and the third one. It is also important to read the questions before listening to the podcast for the second time: it will allow them to focus on the information they need.

Then the students begin their listening activity: they listen to this file three times and, after a first listening, they can read the questions of the online test, taking it during the second and third listening. This test, which has been prepared by the teacher, can be done on the computers of the language lab or on the students' tablets. After taking the test, the students have an immediate feedback and can think over their answers in the post-listening activity, thanks to a transcript of the podcast which is provided by the teacher during the last part of the lesson. The students have to work in pairs and write a summary of the podcast.

My suggestion is that they write this summary thanks to Google Drive, so that the teacher can correct the summaries at home underlining the incorrect parts and giving some hints for a self-correction of the mistakes. Creating a document in a collaborative way thanks to Google Drive is very easy: you click on "Drive" on the Google Search main page and you can create, for example, a document or a presentation. After creating it (you do not need to save) you can share it with you classmates or teachers by sending them an e-mail with the link to this document. In this way, you can work collaboratively on the same text without being in the same room and without sending many e-mails with lots of attachments with different versions of the same file.

BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
<ul style="list-style-type: none">PRESENTATION and PRE-LISTENING ACTIVITY (15 minutes) The teacher introduces the listening activity and presents an exercise on the vocabulary that the students are going to find in the podcast. Afterwards the teacher suggests some strategies that can be used in a listening activity	<ul style="list-style-type: none">PRESENTATION and PRE-LISTENING ACTIVITY (15 minutes) The students work on the vocabulary and learn the strategies that they can use to develop their listening skills

<ul style="list-style-type: none"> • LISTENING ACTIVITY (20 minutes) <ol style="list-style-type: none"> 1. <u>First listening</u>: the teacher plays the audio file for the first time. Then he provides the students with the link of the online test that he/she has prepared 2. <u>Second listening</u>: the teacher plays the audio file for the second time 3. <u>Third listening</u>: the teacher plays the audio file for the third time • POST-LISTENING ACTIVITY (25 minutes) The teacher looks at the results of the tests and provides the students with the transcript of the podcast. Then he invites the students to work in pairs and write a summary of the text 	<ul style="list-style-type: none"> • LISTENING ACTIVITY (20 minutes) <ol style="list-style-type: none"> 1. <u>First listening</u>: the students listen to the podcast for the first time, trying to grasp the general meaning. Then they open the online test and read the questions 2. <u>Second listening</u>: the students listen to the podcast for the second time, trying to scan it in order to find the information they need to answer the questions 3. <u>Third listening</u>: the students listen to the podcast for the third time and control their answers before submitting them • POST-LISTENING ACTIVITY (25 minutes) The students look at the results of their test, and think over their mistakes, looking at the transcript of the podcast. Then they work in pairs and write a summary of the text thanks to "Google Drive".
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ASSESSMENT (weak and strong points, learning added value)

This activity helps develop the students' listening strategies: thanks to it, they improve their metacognitive knowledge, learning in a definite context and through a text which can be appealing to them. This text also allows the students to revise the functions that can be used to express someone's likes and dislikes. Using two web 2.0 tools, moreover, has a learning added value because the students can work with a computer or a tablet and this is motivating for them. Soon after they have submitted the answers of the online test they can have the results, and this is particularly useful to them: if they had to wait for the teacher to correct them (and look at their mistakes during the following lesson), they would probably forget some of the information of the podcast. Thanks to an immediate feedback, on the other hand, they can start to think over their mistakes few seconds after taking the test.

Another strong point of this activity is that, after this first lesson in the language lab, the following listening activities can be done by the students at home. The teacher can create an online test based on a listening activity, for example, once a month, and provide the students with the link to download the podcast and to take the online test. The advantage is that they can do this activity at home whenever they want (within the deadline given by the teacher), after chatting with their best friend on Msn or after watching a video on Youtube. The file, moreover, can be downloaded on the students' computers, but also on their mp3 readers or smartphones and they can listen to the file when they prefer to, and also for a number of times that can be chosen by them.

A weak point of the online test is that it is based on web 2.0 tools that are free but always need a registration. Moreover, some of these tools do not allow you to create a test where all of the questions can be displayed on the same page, which obliges you to answer a question before clicking on “next” to answer the following one.